

## **1. Describe the practice proposed for recognition, and list its objectives**

Students enter kindergarten at different readiness levels and it is our hope, through this program, to identify students who may lack some of the readiness skills necessary to be successful in kindergarten. In addition, some students complete kindergarten and may still need additional reinforcement of those readiness skills prior to entering first grade. This program is designed to bridge the gap by providing incoming kindergarten and first grade students with a summer program designed to help them obtain the skills necessary to achieve successfully.

**Multiple Options for Reading Enjoyment** is a four week, three hours per day program, which contains two distinct designs. One will focus on incoming kindergarten students who have been identified by the **Kindergarten Diagnostic Inventory** as showing language weaknesses in some readiness skill areas. These students will have the opportunity to strengthen skills through literature and life science.

The second design will focus on incoming first grade students who need further instruction in conventions of print, phonemic awareness, establishment of sound symbol relationships, development of one-to-one correspondence between the spoken and written word and to provide a foundation to prepare students for first grade instruction. The kindergarten teacher initially recommends students for the entering first grade program. The basic skills teacher evaluates the students using several measures designed to determine emerging literary skills. Students who score below established criteria qualify for the program. Final inclusion in the program is based on teacher recommendation, testing, and parent input.

Both experiences are designed to help students become more phonemically aware, to help them understand the alphabetic principle, and to apply these skills to reading and language.

The program also contains a parent component that invites parents to school on a voluntary basis for the four Monday nights of the program to discuss pertinent parenting issues such as how to cope with separation anxiety, and how to assist children with organizational skills at an early age.

### **Program objectives:**

- To develop an appreciation for literature
- To develop phonemic awareness
- To broaden experiential background through inquiry based learning
- To develop understanding of the conventions of print

- 2 List the Specific Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, addresses the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.**

This program addresses several Core Curriculum Content Standards and Cross-Content Workplace Readiness Standards particularly in the area of Language and Arts Literacy:

**Standard 3.2** All students will listen actively in a variety of situations to information from a variety of sources.

Students in the MORE program are given the opportunity to gain information from a variety of sources on a daily basis throughout the four week program. The classes are team-taught, with each teacher engaging in directed activities related to their area of expertise.

**Standard 3.4** All students will read various materials and texts with comprehension and critical analysis

This is a literary based program which focuses on allowing students many opportunities to engage in reading a variety of materials and texts and to process and analyze the information read. Follow-up activities are based on the literature designed to stimulate comprehensive and critical thinking skills. In addition, students are given many opportunities to manipulate text.

**Standard 3.5** All Students will view, understand and use contextual, visual information

A variety of nontextual strategies are used to engage students in a multitude of activities designed to enhance their love of literature, development of phonemic awareness, and to broaden their experiential background. The program uses a multi-sensory approach to development through movement, rhythm, puppetry, tracing, finger paints, salt trays, hand signals and picture clues.

Cross-Content Workplace Readiness Standards address are as follows:

**Standard 3:** All students will use critical thinking, decision-making and problem-solving skills.

Students have the opportunity to reassemble text and use clues to make decisions.

**Standard 4:** All students will demonstrate self-management skills.

Students become more independent learners as they gain more confidence and perceive themselves as readers and writers.

**Standard 5:** All students will apply safety principles.

Students become aware of walking properly in the halls, the importance of having and following classroom rules and procedures, how to follow directions and the awareness of body space. All of which are important as we instruct our students in the application of safety principles.

**3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.**

All incoming kindergarten students are administered the Kindergarten Diagnostic Inventory which is a test designed to indicate strengths and weakness in a variety of areas with regard to kindergarten/reading and language readiness. We look closely at students who score below established criteria on the test or those who show discrepancies on the subskills. These students are placed in the program based on teacher and parental input. This program would directly address those areas of weakness while developing in the students an appreciation of literature. Teachers provide a non-threatening atmosphere where students may come each day and feel safe in a risk-free environment. In addition, a parent component allows parents to attend meetings one evening per week to discuss such parenting issues as **Starting Kindergarten and Separation Anxiety, What to Expect from your Kindergartner and What to Expect from your First Grader.**

Assessment measures used to identify entering first graders;

Students are administered a pre and post test in the following areas:

- Observation Survey (Marie Clay)
  - Concepts about print
  - Letter identification
  - Dictation
- The Phonological Awareness Profile by Lingui Systems (selected sub-tests)
- Word recognition

Indicators of progress are as follows:

- Average gain of 9 points on the phonemic measures
- Average gain of 6 points on the dictation subtest
- Students on the average can identify 16/20 kindergarten sight words

Other benefits include:

- Students entering kindergarten were better adjusted. They knew how to ride the bus and walk in a line,
- Students were more familiar with the school at the beginning of the year,
- Improved self-image as the summer program allows for a gradual transition from kindergarten to first grade,
- Students became acclimated to a more academic program and,
- Positive feedback from the community and parents.

**4. Describe how you would replicate this program in another school and/or district.**

This program may easily be replicated in another school and/or district, as it is a very teacher directed program. Several schools within one district may work together to implement this program by allowing students and teachers from other schools to participate in the program as a district wide initiative. Lesson plans may be developed and shared together and depending on budget constraints, the program could be offered at one site or multiple sites.

A plan to implement this program in another school and /or would include the following steps:

- Introduce the program to the community to determine interest
- Develop a timeline and plan to implement the program
- Implement a pilot using a small segment of the school and/or district population
- Evaluate the program
- Revise as necessary